The Effect of Suggestopedia Method on Indonesian EFL Learners' Reading Achievement

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A B S T R A C T
This research is intended at investigating the effect of suggestopedia method on Indonesian EFL learners' reading achievement in descriptive texts. Suggestopedia method in this research described as the use of classic music as the background in the process of teaching and learning. This research used Quasi-experimental research design and involving two classes of SMP Al Izzah IIBS, Batu. There were 30 students as the experimental group and 27 students as control group. The participants were given treatment of suggestopedia in 3 meetings (each meeting lasted for 90 minutes). They were given two kinds of tests as the instrument in this study, namely pre-test and post-test. The result of the pre-test and post-test was analyzed by using t-test in SPSS. The research revealed that there was a significant progress between the pre-test and the post-test score.

1. INTRODUCTION

Reading is an essential skill in language learning because it allows us to acquire knowledge and information. Toste et al. (2020) stated that reading capacity is made up of code-focused abilities (the ability to read precisely and articulately) and meaning-focused skills (the ability to absorb and receive knowledge from reading). Literate persons have greater access to enormous knowledge. According to Kaba and Ramaiah (2018), reading the source of knowledge is a frequent method of learning knowledge. Furthermore, reading is an important element of modern life. People read every day, whether for knowledge or amusement (Rahman & Amir, 2019). According to Kartikasari (2015), reading is aimed to understand written texts, to integrate new ideas, and to generalize from what has been read. Reading is considered to be meaningful if the students can obtain the meaning of the text well. Djuariah et al (2012) argue that the purpose of reading comprehension are : 1.) obtaining and comprehending accurate information and ideas, 2.) recognizing organization and style, 3.) interpreting what is true in terms of personal experience, and 4.) analyzing and evaluating. In order to comprehend a text, the students not only read but they should also be able to understand the content and its purpose. In fact, many students face difficulties in comprehending texts. Moreover, reading activity, in some cases, even makes the students feel stressful and frustrated and refuse to get involved in it. Moreover, Muthmainnah & Annas (2020) also stated that English language acquisition process must include the ability of understanding and interpreting the meaning. As a result, students without understanding the meaning acquire low reading achievement. According to Yeatman & White (2021), students

need to be trained and drill regularly in order to obtain the expected degree of literacy (Yeatman & White, 2021).

Technology integration in classroom situation becomes one of the solutions in teaching and learning process. Pitaloka (2020) argued that technology integration offers some benefits like challenging learning, understandable materials, ease of use, and some variations in learning. There have been many researches on how to improve the students' reading achievement using various methods such as Suggestopedia. Suggestopedia method is the use of classic music as the background in the process of teaching and learning. This method was developed by a Bulgarian psychotherapist, Georgi Lozanov. Brown stated that "suggestopedia was a method that was derived from Bulgarian psychologist Georgi Lozanov's (1979) contention that the human brain could process great quantities of material if given the right conditions for learning, which are state of relaxation and giving over of control to the teacher." It emphasis on the use of classic music as the background in the process of teaching and learning,. Lozanov (1978) argued that pupils' fear of making errors makes it harder for them to acquire English as a second language. He then developed suggestopedia for learning, which capitalizes on the relax phases of the mind for optimum data retention. Lozanov (2005) states that suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel enjoy in teaching and learning process. Ahmad et al (2020) argued that the establishment of language environment is also support students achievement in learning language. Brown and Lee (2015) stated that optimal reception can be gained by having some states of relaxation. Based on aforementioned theories, during the process of learning, students make use of their unconscious minds by making positive suggestions to help them relax and concentrate. Nirwana (2020) said that the atmosphere of teaching and learning process affects students motivation in obtaining materials from the teacher. Suggestopedia could bring relaxation effect on the atmosphere of teaching and learning process. In Addition, Rodriguez (2011) stated that suggestopedia is a method that emphasizes relaxation and concentration in order to grasp the material presented by teachers to the fullest extent. Utilizing music mood is utilized in the showing growing experience (Harmer, 2001). In line with the use of suggestopedia in enhancing students' relaxation, suggestopedia is expected to enhance students' achievement in learning English.

According to Renshaw (2008) the core objective of Suggestopedia method is to make advantage of the pupils' mental capability more effectively in learning the target language. There are some key elements of suggestopedia which are essentially worth implementing in order to meet maximize the result. According to Richards, Jack C. and Rodgers, Theodore S. (1986), suggestopedia's primary components include the following:

1. A rich sensory learning environment is required because learners may feel more comfortable if the teacher includes photos, sculptures, and even decorations in the classroom setting.
2. A confident hope of success.
3. The employment of a variety of tactics, such as dramatized texts, music, active involvement in songs and games, etc.
4. The specified background music should be used in accordance with the topic of the lecture.

5. Using supplemental materials to make language learning more exciting and relevant.
6. The textbook's topics, setting, materials, and tales may transport students to an imagined world.
7. Rather of depending only on the child's imagination, suggestions might be supplied in the form of visuals, music, and so on.
8. The use of music to help learners relax and boost their mental ability.
9. The instructor is the source of all information and performs a vital role.

Uschie Felix (1988) stated that suggestopedia appears to have positive effects on language self-concept attitudes, attention rate and achievement. Djuhariah et al (2012) stated Students' reading comprehension on narrative material shown a substantial rise from the average reading comprehension score of 63 in cycle 1 to 68 in cycle 2. The Suggestopedia approach can increase students' reading comprehension on narrative material throughout the teaching and learning process, particularly in terms of locating the important concepts (moral value).Moreover, Venkanna and Glory (2015) suggested that using Suggestopedia might successfully increase reading comprehension abilities in an ESL situation.

Priyatmojo (2009) tracked down in his proposition that suggestopedia is valuable in the instructing jargon to youthful students. The students were able to better memorize vocabulary thanks to Suggestopedia. Including suggestopedia in the teaching and learning process was a good idea. Djuhariah and others 2012) found that suggestopedia was also a good way to teach reading to students in the 12th grade. They discovered that using the suggestopedia method to teach reading improves students' reading skills. Nopiyanti (2012) also found that suggestopedia is useful for teaching young students how to speak. She discovered that young learners' speaking abilities can be enhanced using the suggestopedia method. According to these studies, the suggestopedia method may be a useful tool for teaching and learning. As a result, the researcher is attempting to investigate the role of suggestopedia in English class instruction. The researcher is trying to conduct a study on the suggestopedia because it is a good method for teaching and learning foreign languages, especially English. The researcher stated that suggestopedia method in the teaching and learning process, the students were extremely enthusiastic about learning English. The students enjoy and are excited about learning English because of the teacher's use of suggestopedia in the classroom. The students feel that learning English is fun and interesting because the instructor uses music in the classroom to create a fun atmosphere.

Based on the previous studies, the implementation of suggestopedia method has not focused on descriptive text. Most of them focused on reading comprehension on narrative text, focused to improve self-concept or even focus to ESL context effectively. However, there is a few studies on the use of suggestopedia in descriptive text.

Descriptive text is one that provides information or a description of a certain object. Masitoh (2015) stated "Descriptive writing is a type of text that is intended to describe a certain person, location, or thing," according to the definition. According to Barbara Fine Clouse, “description adds an important dimension to our lives because it moves our emotion and expands our experience”. Alawi (2011) also stated that description allows the reader to imagine a place or a person, or to grasp a sense or an emotion, by using his or her imagination. However, sometimes the students have difficulty in learning descriptive text. As stated by

Alawi (2011) that descriptive text is one of the functional texts that is challenging enough for learners to master. Based on the aforementioned statement, descriptive text is important for students to learn because it helps students to deliver information for describing people, place, etc, related to their daily life. According to K13 curriculum, descriptive text is taught in eight grade of junior high school. Therefore this research was conducted to examine the effectiveness of suggestopedia in descriptive text on students' reading achievement.

The following are the problems to be answered in the study:

1. Is there any significant effect of suggestopedia method on Indonesian EFL learners' reading achievement?

This study is expected to give valuable contribution to English teachers and future researchers. Firstly, for English teachers of Junior High Schools and Senior High Schools, this study provides the result of the use suggestopedia method in descriptive text. The teacher can refer to this study in selecting appropriate method in teaching descriptive texts to be implemented in teaching and learning process. Future researchers can also utilize the study's findings as a starting point for more research on the implication of suggestopedia method in teaching reading.

2. METHOD

In most cases, the goal of experimental research is to determine the variables' cause-and-effect relationship. In addition, exploratory examination can be utilized to quantify the adequacy of specific materials or techniques contrasting and different materials or on the other hand methodologies. Therefore, based on the demonstrated result, the researcher can conclude, after conducting experimental research, whether or not his strategy should be implemented in the teaching and learning process. In line with the researcher intention to conduct experimental study, the researcher examines the effect of independent variables on dependent variables. The independent variable of this study is Suggestopedia Method and the dependent variables are learners' reading achievement.

This study is conducted in Junior high school setting in which the researcher could not randomly assign the subjects of the study. In many schools situation in educational study, it is virtually impossible to randomly assign the subjects. Due to the limitation of randomly selecting the subjects, random assignment to treatment groups is not used. A Quasy-experimental design proposed by Cohen et al. (2007) is adopted by the researcher. The consideration of using adaptive design proposed by the researcher is the prohibition of changing the artificial groups for the purpose of the study. The participants were 30 students for experimental and 27 for the control groups. Both of the groups are eighth grader students from Al Izzah International Islamic Boarding School, Batu. Those students were from Class VIII-A and VIII-B.

To collect the data, the instruments are needed. The pre-test and post-test assignments were required to collect the data from the participants. Those assignments consist of a descriptive text, fifteen multiple choice questions, and five essay questions. The next instrument is the lesson plan. During the treatment, the teaching process was based on the lesson plans. The lesson plan was created by the researchers based on the existing curriculum used by the school. The music was required so that there are some additional instruments such as a unit of laptop,

speaker, and an album of baroque music consisting eighteen music tracks. The next instrument is the questionnaire given at the end of the last meeting.

The researchers have assigned several actions to collect data. The students were given the identical pre-test to gauge their English competence in reading descriptive text before the treatment was administered to both groups. After that, the treatments were given in the next meetings. The treatments were given using the suggestopedia method. In this method, the participants were allowed create their own comfortable and relaxed atmosphere in order to learn more easily. A set of baroque music was played at the beginning of the experimental class until the end of the experimental class. The next step was the post-test which is to discover the difference between the results of the two different treatments. Following the post-test, questionnaires evaluating how the learner perceived the treatment were distributed.

The assessors of students' works are the researcher and the teacher begin the treatment for the two groups according to the schedule after preparing all the necessary instruments and assessors for the study. Based on the time allotted for delivering reading material, the researcher and teacher create the schedule. Pre-teaching and post-teaching activities started and ended the teaching and learning process. In the pre-showing action, the educator did apperception beginning from hello the understudies, evaluating the past materials, until portraying what to be realized. The material was taught to the students in both groups by the teacher during the while-teaching stage. The instructor asked the students to complete a reading exercise as part of the post-activity phase.

Regarding to the research design stated in previous part, the following procedures are employed to test the hypothesis and making the decision. The first step is set-up the null hypothesis. The null hypothesis is "There is no significant different in students' reading achievement taught by using Suggestopedia method than those who are taught by using traditional one". The alternative hypothesis also presented as follows "The students' reading achievement taught by using Suggestopedia method is better than those who are taught by using traditional one". The second step is setting the criterion for the decision. The criterion of acceptance or rejection of the null hypothesis is set. To determine whether or not the differences are significant, the researcher employs a confidence level of 95% or a significance level of 5%. By then, a level of significance of.05 or less is the criterion for accepting or rejecting the null hypothesis. The third step is computing the pre-test by utilizing ordinariness test. If the probability is greater than 0.05, the distribution is normal. The fourth step is analysing the data by using parametric statistical analysis. If the normality test has been fulfilled, the parametric test used in this study is pair t-test. The aim of analysing the data using pair t-test is to examine whether the means before and after the treatment is significantly different or not.

The final data is obtained by comparing the enhancement of students pre-test and students post-test scores of both, experimental and control groups. The data will be analysed by using pair t-test. The use of pair t-test here is aimed to determine whether the difference of students reading achievement between control and experimental group is significantly different or not. Before applying pair t-test, there is an assumption of the study prior to the statistical calculation that need to be fulfilled. The assumption required is the variable being measured is from a normally distributed population. For fulfilling the assumption, the calculation is done by using SPSS. The average scores before and after the treatment of both groups are calculated and the standard deviation of the groups are squared by each deviation and total deviation. The result will be divided by the total number of the students. The analysis' aim is to know whether the technique proposed by the researcher significantly enhance students' reading achievement or

not. The last step is decision making of accepting or rejecting the null hypothesis. The average of control group is subtracted with the total of z multiply by the obtained Standard Error Measurement. If the result of statistical computation shows that the value fall in the critical value, it means that there is not enough statistical evidence to reject the null hypothesis or the alternative hypothesis is rejected. On the other hand, when the value does not fall in the critical region, it means that there is enough evidence to reject the null hypothesis.

3. RESULTS AND DISCUSSION

The first step researchers employed was conducting quasitest for intatct classes. The score obtained by students of both groups was shown in appendix I table 1 Then, an independent sample t-test was computed to compare the mean pretest score both the experimenal group and control group to encounter wheter or not there were any differences the condition before experimental group were given treatment. The results are shown in Table 2 and Table 3

Table 2 : Group Statistics on Pretest of experiment and control group

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	30	71.00	16.630	3.036
	Control	27	86.85	9.318	1.793

Table 3 : Independent Samples Test on Pretest of experiment and control group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	10.051	.002	-4.371	55	.000	-15.852	3.626	-23.119	-8.585
	Equal variances not assumed			-4.495	46.456	.000	-15.852	3.526	-22.948	-8.756

Based on the table 3, the value of sig. (2 tailed) is 0.000. This result was less than 0.05, indicating that the beginning conditions in the experimental and control groups were statistically distinct.

After conducting treatment for experimental group, researchers conducted post-test for both groups and the distribution of the score was shown on appendix I table 4 and the computation of means was shown on table 5

Table 5 : Group Statistics on posttest experimental and control group.

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	30	74.73	19.726	3.601
	Control	27	82.52	12.825	2.468

However, based on pretest, the result shown that there is significantly difference between experimental and control groups. Therefore, to avoid bias conclusion, researcher analyzed whether or not there is improvement after giving treatment to experimental group, researchers analyzed by using the gain score then compute it into independent sample t-Test. The outcomes are depicted in table 6 and 7

Table 6 Group Statistics on Post-test of experiment and control group

	Group N	Mean	Std. Deviation	Std. Error Mean
Gain	Experimental 30	3.73	14.842	2.710
	Control 27	-4.33	12.115	2.332
	Group N	Mean	Std. Deviation	

Table 7 Independent Samples Test on Post-test of experiment and control group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gain	Equal variances assumed	.204	.653	2.233	55	.030	8.067	3.613	.826	15.308
	Equal variances not assumed			2.257	54.510	.028	8.067	3.575	.901	15.232

According to table 7, sig (2-tailed) is 0.030, which is less than 0.05 (p value 0.03 0.05), indicating that there was a significant difference between the experimental and control groups. This indicates that the deployment of the suggestopedia technique was successful in the experimental group.

The study's findings revealed a disparity in the accomplishment of students in the experimental group who read descriptive material using the suggestopedia approach and the control group who studied the identical text using the traditional method. The disparity favored both groups. There were differences in the pre-test between the experimental and control groups, as indicated in Tables 2 and 3. The result indicated that the initial condition of both groups were not in the same level. The post-test was administered after the treatment were given on the experimental group. In order to avoid bias conclusion, the study used gain score to investigate whether or not there was improvement on the experimental group. By referring to the data shown in table 7 in which the value of significant was lower that 0.05 (sig 2-tailed 0.03), it was clear that there was a significant effect of suggestopedia. This result confirmed that using suggestopedia method affected the learners' reading achievement. The results presented in the study were in line with the previous studies conducted by Djuariah et al (2012), Venkanna & Glory (2015) and Deny et al (2016).

The results gained after comparing students' achievement between control and experimental groups showed how hard reading is. According to Cahyono and Widiati (2011), reading is believed to be complex skill among other language skills. Furthermore, (Davies, Tilman, & Hiroyuki, 2017; Richards & Renandya, 2002) stated that even in native language,

reading is rarely done by most people. Lack of practice also makes reading as a difficult language skill. However, some solutions of reading difficulties have been found. One of the effective ways to overcome the problem was technology integration, especially by using Suggestopedia method. The result of this study supported several learning theories (Kurt, Günüç, & Ersoy, 2013) which showed the positive effect concerning technology.

One probable explanation for the beneficial effect of the suggestopedia technique in teaching descriptive text is the relaxed ambience built before the treatment was given such as the chairs was arranged in comfortable positions and the students had some sort of physical relaxation exercises. In addition, the use of baroque music when the treatment was given also make the students feel more relaxed. Thus, the learners can understand the text more easily. This reason is reinforced by Brown and Lee (2015) stating that optimal reception can be gained by having some states of relaxation.

4. CONCLUSION

The p value (sig. 2 tailed) of post-test independent sample t test using gain score is 0.030 which is lower than 0.05. It is possible to infer that there was a statistically significant difference in the performance of students in the experimental group who read descriptive material using the suggestopedia approach and the control group who studied the same text using the conventional method. Based on the result showed in discussion section, it is found that students' achievement of experimental group is better than students' achievement of control group. Students' reading achievements of control and experimental group is significantly different which can be concluded that H0 is rejected and H1 is accepted. It means that there is significant difference between the classes taught by using Suggestopedia method than the class taught by using the traditional one.

This study provides theoretical and practical contribution in English learning and teaching area. The information about how Suggestopdia affects students' achievement in reading is enriched by this study. Strategies of English language teaching, especially in reading is enriched by the existence of this study. It proves that theoretical contribution is brought by this study. In the term of practical contribution, this study is aimed to raise teacher awareness about the importance of technology implementation in English language learning. This study is able to become reference about the implementation of technology, especially the use of Suggestopedia method for English learners. For future researchers, by observing the result of this study, they are expected to modify the treatment to give more precise result. Various methods is expected to be applied by future researcher to figure out the multi effects of Suggestopedia method. Adding more variables also be expected to be done by future researcher. Future researchers might also utilize the study's findings as a foundation for additional research into the implications of the suggestopedia method in teaching reading.

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APPENDIX I

Table 1 : distribution pretest experimental and control group

EXPERIMENTAL GROUP			CONTROL GROUP		
NO	PARTICIPANT	PRETEST	NO	PARTICIPANT	PRETEST
1	AFA	85	1	AAA	95
2	ARP	55	2	ASP	90
3	AWS	45	3	AAAP	90
4	ANF	75	4	ANS	95
5	AE	70	5	AAS	80
6	DNY	80	6	AZM	95
7	DR	65	7	DASA	85
8	FHA	80	8	DP	85
9	GP	80	9	GR	90
10	JTS	90	10	LKRS	95
11	KCNP	90	11	MIRW	100
12	KFA	60	12	MLN	75
13	KDR	50	13	NSR	100
14	KTZ	80	14	NFS	90
15	LRD	75	15	NAQ	85
16	LAAT	45	16	NPW	95
17	MMSR	80	17	NAZ	90
18	NAZ	90	18	RSZ	75
19	NWIP	90	19	RZS	85
20	NMY	90	20	RNA	80
21	NI	75	21	SRY	80
22	NAI	95	22	SNA	65

23	QA	55	23	SZN	75
24	RSA	50	24	TFR	100
25	SRH	45	25	YMS	70
26	SDKA	80	26	ZP	90
27	SNF	75	27	ZZ	90
28	TFH	70			
29	WP	75			
30	RS	35			

APPENDIX II

Table 5 : Distribution posttest experimental and control group

EXPERIMENTAL GROUP			CONTROL GROUP		
NO	PARTICIPANT	POST TEST	NO	PARTICIPANT	POST TEST
1	AFA	100	1	AAA	95
2	ARP	55	2	ASP	95
3	AWS	80	3	AAAP	80
4	ANF	85	4	ANS	85
5	AE	40	5	AAS	58
6	DNY	93	6	AZM	85
7	DR	65	7	DASA	100
8	FHA	85	8	DP	85
9	GP	55	9	GR	90
10	JTS	95	10	LKRS	90
11	KCNP	95	11	MIRW	75
12	KFA	90	12	MLN	55
13	KDR	30	13	NSR	85
14	KTZ	73	14	NFS	75
15	LRD	100	15	NAQ	58
16	LAAT	55	16	NPW	95
17	MMSR	90	17	NAZ	90
18	NAZ	70	18	RSZ	85
19	NWIP	95	19	RZS	80
20	NMY	95	20	RNA	85
21	NI	75	21	SRY	85
22	NAI	95	22	SNA	78

23	QA	65	23	SZN	54
24	RSA	65	24	TFR	95
25	SRH	45	25	YMS	85
26	SDKA	70	26	ZP	90
27	SNF	83	27	ZZ	95
28	TFH	63			
29	WP	90			
30	RS	45			